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School Attendance.

The opening of the school year makes pertinent some observations by Dr. P. P. Claxton, United States commissioner of education, who has been making inquiries as to the number of children of school age in the country, the percentage of the total number in actual attendance on the public schools, the increase in number of school-houses in the past year, the cost of maintaining the American public school system, etc.

Dr. Claxton finds that, according to the latest statistics, there are 25,167,445 children between the ages of 5 and 18 years in the country, this number being in part an estimate. The increase over the previous year is 421,883, or 1.7 per cent. The number of children of all ages enrolled in the public schools, according to these same statistics, is 18,182,937, or 72 per cent. of the total number of school age. The average daily attendance on the public schools for the year cited was 13,392,303, an increase of 430,323, or 3.34 per cent. over the previous year.

"The average daily attendance," says Dr. Claxton, "was only 52.7 per cent. of the total of children of school age in the country, and 72.3 per cent. of the total enrolment in the public schools.

"The total enrolment in the public, private and parochial schools was approximately 78 per cent. of the school population, and the total average daily attendance in schools of all kinds was only 57 per cent. of the total school population.

"This shows that the average number of days of schooling for the children of school age was only 90. An average of 90 days in school and 275 days out of school for the entire school population gives a small amount of schooling for future citizens of our democratic republic and the democratic states and smaller communities of which it is composed. At this rate the total average schooling for each child, to prepare it for life and for making a living, for society and the duties of citizenship, is only 1,170 days, a number still far short of the minimum average of 1,620 days with which we should be content.

"The number of teachers in the public schools within the year increased from 533,606 to 547,289, a gain of 2.56 per cent. For each teacher employed 33 children were enrolled and 24 were in daily attendance. The proportion of children to teachers is not now too large. Except as the school population may increase, we do not need to add to the number of teachers in the schools so much as we need to increase their efficiency, and by the consolidation of small schools and the division of the over-crowded rooms and classes in large schools, to bring about a better distribution of teachers and pupils."

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The School Journal

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SEPTEMBER, 1914

No. 8

Editorial Staff

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EDITORIAL POINT OF VIEW

War and the Schools

The great European conflict will have immediate as well as prolonged effects upon schools and school work. The final effects it is impossible to forecast, but already a number of problems are presented. In most school systems the opening of the school year finds many teachers detained in Europe, how many it is impossible to estimate, but it is obvious that a considerable number of classes will have to begin work under the direction of substitutes or pupil teachers. Laboratory and experimental work will be seriously handicapped, in some cases prevented by the impossibility of securing scientific apparatus and chemicals from Europe. The prices of the latter will also be much higher in many cases. Undoubtedly the war will lead to a considerable increase of foreign students in our schools, colleges and institutions for professional training. This possibility has already been foreseen by the Bureau of Education, and literature designed to aid the possibilities of this movement has been prepared and circularized. It is hard to imagine how university work can be carried on abroad, even where the institutions are not near the scene of conflict. The younger university professors, as well as most of the students, must of necessity be engaged in the war, and the general atmosphere can hardly be conducive to academic calm.

The study of geography will be an important feature of every school system for this year at least. The correlation of current events and the geography of Europe will receive the attention of many teachers, and it is hard to imagine any difficulty in securing the interest of the pupils. One of the far reaching effects of the war will be in the teaching of geography. Already a number of old names have disappeared and we are trying to forget St. Petersburg and write its new form, Petrograd. But the final geographical changes brought by the Great War can only be determined by the final adjudications of a peace conference. At any rate, we can prophesy that all present text books in geography will become obsolete.

The Teacher's Duty

The teacher's duty toward the discussion of the war is somewhat complex. As an individual he doubtless has his own convictions as to its cause, its course and events. As an instructor of youth he can hardly help but shape opinions. In the daily life of the school this subject will intrude more often than any others. The admirable message of

President Wilson urging the maintenance of a pacific spirit should be read with care and accepted as a guide for conduct. "It is for us as a people," he says, "to exhibit the fine poise of undisturbed judgment and the dignity of self-control." A consideration of this statement should not be confined to the present crisis, it should serve as a guide for thinking on all subjects.

Death of Superintendent Greenwood

In the sudden death of James M. Greenwood, known thruout the country as the superintendent of the Kansas City, Mo., schools, American education has lost one of its great pioneers and leaders and figures. For over forty years Superintendent Greenwood was one of the foremost educational leaders in this country; he practically made the schools of Kansas City; he was a life director of the N. E. A. and an active influence in shaping its policies; he was a firm advocate of the necessity of professional education, and by his reports and special articles, many of which were issued in the *SCHOOL JOURNAL*, he did much to broaden the viewpoint of the teaching profession.

Superintendent Greenwood was born in Sangamon County, Illinois, in 1837, but in 1852 his family moved to Missouri, where he began to teach at the age of sixteen. He was graduated from the Methodist seminary at Canton, Mo., and studied law, but at the outbreak of the Civil War he enlisted and served with the Union army until 1864. He at once began teaching in the rural schools, followed by work at the State Normal School at Kirksville. In 1874 he became superintendent of schools in Kansas City, a position he held until 1913, when he was made Advisory Superintendent of Schools, the position he held at the time of his death. His life work was, of course, the development of the school system in Kansas City. When he began this work there were 49 teachers in the school system; when he retired from the active administration there were over a thousand. Every detail of the splendid school system of that city had received the personal thought of the superintendent. In slight appreciation for his work and for his efforts for educational improvement throughout the state the University of Missouri conferred upon him the degree of Doctor of Laws.

Superintendent Greenwood for years played a prominent part in the upbuilding of the N. E. A. He became a member in 1886; was the treasurer in 1891-4; president in 1898; a life director and chairman of the board of trustees.

Why Advertise Backwardness?

One of the largest cities of the country which claims its school system as one of the features of its development has signs in its school grounds reading, "All persons are prohibited from being on this property after 4 p. m. By order of the School Board." At a time when the effort for the wider use of school property for social centers, parents-teachers' associations, educational entertainments and playgrounds is so extended it would seem as though such public advertising of failure to meet changing and modern conditions is a severe reflection on the same school board.

Kansas Awakes

The teachers of the state of Kansas are in revolt against the text book laws which forbid the use of any supplementary material in the schools. As the best schools are tending more and more to the use of many books for a short time rather than to one book for a long time, the state of Kansas has been and is prevented from using modern methods. The law which has set back the schools of the state and which must prevent any real development reads: "Any member of any district board or board of education, or any superintendent, principal, or teacher of any public school in the state, who shall adopt, use, or procure to be used in any public school in the state, in the same branch, any other text book or books than are provided for in this act, shall be guilty of a misdemeanor, and upon conviction in any court of competent jurisdiction, shall be punished by fine in any sum not less than twenty-five dollars or more than one hundred dollars, or by imprisonment in the county jail not to exceed ninety days, or by both such fine and imprisonment."

Of course the educators of the state realized the absurdity of this law when it was passed, but the governor had made his campaign on the basis of the publishers robbing the school children and the bill had to pass. The result is that Kansas is not able to avail itself of anything which may be a distinct advance over older theories. Provincialism of thought is at the bottom of this unfortunate situation.

Are Educational Foundations a Menace?

Are the Carnegie and Rockefeller foundations a menace to American education, is a question which seems to be coming more and more to the front. These foundations, endowed with millions of dollars, chartered by Congress, but with no supervision whatsoever, undoubtedly have tremendous power and influence, and have already been made the subject of such bitter attacks that their futures must be recognized not only by the founders but also by their administrators as more or less uncertain. If there is justice in the attacks made upon them, some sort of regulation must be insisted upon before any great evil has been done.

At the annual convention of the N. E. A. a committee reported a resolution which said that the Carnegie and Rockefeller funds "menace true academic freedom and defeat the primary purpose of democracy as heretofore preserved inviolable in

our common schools, normal schools and universities." Some time ago Thomas W. Churchill, president of the New York Board of Education, characterized the Carnegie Foundation for the Advancement of Teaching as a "work of general philanthropy that has developed into a piece of disgraceful bribery, debauching professors and threatening colleges with a reign of uniformity, rigidity and ossification."

The following criticisms may be made of the two foundations:

They control great sums of money, the expenditure of which may control and shape educational methods. This control is wielded by a few men who are absolutely without supervision or responsibility of any kind. The work which they do really belongs to the national or state governments, and under such supervision it would become more comprehensive and equitable. The fact that the boards are small and self-perpetuating tends to make an educational oligarchy.

The character of the men at the head of the Rockefeller foundation has been such that there has been little complaint of its acts, but the critics fear for the future. The Rockefeller foundation has an assured income of \$1,500,000 a year and the personnel of the board holding this trust includes seventeen men. They are Frederick T. Gates, Walter H. Page, John D. Rockefeller, Jr., Albert Shaw, Wallace Butterick, Starr J. Murphy, Edwin A. Alderman, president of the University of Virginia; Hollis B. Frissell, Harry Pratt Judson, ex-President Charles W. Eliot of Harvard, Andrew Carnegie, Edgar L. Marston, Wickliffe Rose, Jerome D. Greene, Anson Phelps Stokes, Abraham Flexner and George E. Vincent.

This board has, by its charter, to make an annual report to the Secretary of the Interior. For the first three years of the existence of the board the chief emphasis was placed on securing information on educational conditions. Since then it has followed along four lines of work, but apparently has no definite plans or policies. One main line of its work has been the promotion of practical farming in the South, work which ought to be done by the Department of Agriculture. Again the board has undertaken the development of public high schools in the South. Furthermore, it has promoted higher education by endowments to colleges and also has given about \$500,000 for selected schools for negroes.

The policy of the Carnegie foundation is much more definite. It was organized to pay pensions to college professors, but under the guise of finding worthy institutions, seems to be endeavoring to make over American education. The publicity which has followed this work has not always been beneficial, but much good has undoubtedly been done by exposing many of the weak situations which have existed. Many critics believe that some of the smaller institutions have been seriously injured and that the already powerful colleges are being helped at the expense of the weaker.

A thorough study of the work which has been done by both foundations would lead an observer to the opinion that both have accomplished great good

in lines which really belong to the government, but which public sentiment was not ready to force upon it. Any danger which may menace would be prevented by making the boards subject to some authority and by removing the self-perpetuating features of the charters. It should be remembered that the founders of these boards had no precedents to guide them, and it was only natural to suppose that some changes would have to be made after experience and experiments. That "democracy is in any danger" from these foundations we do not believe, but agitation is doubtless salutary and will bring about necessary centralization and supervision.

The Cleveland Situation

The School Board of Cleveland, Ohio, and Superintendent Frederick have been the subjects of consistent and persistent attacks during the past few months. The root of the trouble seems to have been the attempt to organize the teachers of the city into a union which the school board forbade. At the end of the school year a number of teachers were dismissed because "they were out of sympathy with the school administration." Opponents of the board and Superintendent Frederick have claimed that the teachers dismissed were the leaders in the union movement. The dismissal of the principal of a local normal school also aroused discussion. As a result of this activity the local press has conducted a systematic campaign against the school authorities and columns of letters attacking the attitude of the board and the superintendent have been published. It has been proposed that the school board be subject to the recall of which we have heard so much of late. It is unfortunate for the schools of Cleveland, now our Sixth City, that a progressive school administration should be harassed in this way, for such public attacks cannot fail to impede constructive administration. However, the right of teachers to organize a union should be recognized and any fiat opposition restricting their rights will, in the long run, fail exactly as has been the case in other cities.

A Suggestive Criticism

Have educators gone too far in demanding professional training from teachers and forgotten the necessity of scholastic attainments in the subjects to be taught? While we do not believe that this is the case a writer in the *Independent* in the issue of August thirty-first presents a readable article to prove that the answer should be an affirmative one. This writer believes that many of our women teachers are doing "villainously bad teaching." This she considers is due to the "fractionally educated" type of woman turned out by our "education courses." "It is too common," the article states, "to meet teachers carrying advanced extension or summer school courses in psychological and pedagogical subjects when they have never had enough of mathematics, or ancient or modern language, to place them beyond the second year of the high school. We find schoolma'ams seeking to meet the needs of more English in our schools by advanced courses in literary criticism, when they have much ado to analyze a moderately complex English sentence."

There is certainly food for thought here and we believe it offers a suggestion for superintendents in arranging their classes for teachers in the future.

The Lay Critic

Lay criticism of the schools is an exasperating problem which arises from time to time in most localities and which is a thorn in the flesh to the trained superintendents and supervisors who have to meet it. As soon as any school problem is given public attention every person with the letter writing habit at once becomes an expert on educational affairs and gives his views based on his vast experience gained by attending school at some cross roads many, many years ago. Editorial writers endowed with the same extraordinary equipment devote columns to abuse of "fads" and enthusiasm over the "Three R's." We have had illuminating instances of such procedure in both New York and Chicago in the past two years.

An article in the September number of the *Popular Science Monthly* on Determining Educational Values, by Professor M. V. O'Shea, of the University of Wisconsin, is an excellent and suggestive treatment of this subject. He points out that the majority of laymen, a rather conservative statement in the light of recent controversies, and a good proportion of teachers do not view the subject of educational values in any critical way whatever. That educational values are changing and must continue so to do is apparent to all who have considered the subject in any philosophic way. We wish Professor O'Shea's discussion could be brought to the attention of "Pro Bono Publico" thruout the country.

All-Year Schools

Are we to see the all-year school an accepted part of school organization? The tendency in this direction appears to be an increasing one and evidence that some school authorities at least believe strongly in this movement is constantly coming to hand. The city of Newark, N. J., has just finished the third consecutive season of such work and it is said that the immediate extension of the plan depends solely upon financial questions. The Newark authorities believe that neither the health of the pupils nor teachers have been impaired by the extra work, that the average attendance has been higher than during the regular school term, and that a school year has been gained by many pupils. During the present summer approximately 3,000 pupils were enrolled, and the demand to teach has exceeded the number of positions available. The teachers receive compensation equivalent to two-tenths of their annual salary for this work. As for the effect on the health of the pupils there has been practically no illness and the attendance averaged from 92.9 per cent. to 93.3 per cent., as against 91 per cent. and 89.9 per cent. for the same schools during the regular school year.

The Social Education of the Public School Teacher

The public school, though its progressive leaders, is evolving new methods for meeting the complex social conditions of the twentieth century.

These new methods are being devised by educators in response to the demands of an age in which the necessities of race survival compel social adjustment. In art, industry, government, law, religion and in public education the twentieth century demands social adjustment.

Intelligent social adjustment cannot exist without social knowledge. Social knowledge is advancing rapidly, but is still a possession of the few. In consequence of this fact, the path of progress is strewn with wrecks of reform movements based on emotionalism. Poverty persists to an alarming extent in this age, which possesses sufficient knowledge about eugenics, prevention of diseases and accidents, protected childhood and motherhood, eliminating of vice and crime, social insurance, housing reform, industrial and agricultural training, and social religion to bring normality and happiness to the masses provided the facts could be widely disbursed and applied.

The public school is the hope of progress. It contains one or more representatives from a majority of the families in the United States, totaling about nineteen and one-half millions of the future citizens of the commonwealth. It is therefore the logical channel for the assimilation and distribution of this body of scientific social knowledge which is of vital importance to society.

Social knowledge can never become universal until social education becomes a part of the equipment of every public school teacher. Social education becomes useful only when converted into deeds, but it is the essential antecedent of social service, and the training in the social sciences which it implies is of paramount importance to the educator.

In response to a large number of requests from our subscribers, we publish a suggested list of titles of publications by various publishers. This list was prepared by professors of economics and sociology of the University of Pennsylvania, assisted by Dr. Edward T. Devine, of Columbia.

THE N. E. A.

The annual meeting of the National Educational Association at St. Paul was to a large extent a typical meeting with great publicity given to the so-called political features and comparatively little emphasis, so far as the outside world was concerned, placed upon the constructive work of that body. The question of salaries, equal pay and vocational education were discussed in a way which should have gained national attention, but only the question of equal pay, thru the passage of a resolution favoring woman's suffrage, was accorded any great notice.

It is becoming increasingly obvious that the annual meeting of the association needs a new spirit and that its importance in the eyes of teachers is rapidly diminishing. While the registration at St. Paul was termed satisfactory at the same time the decrease from the attendance of a few years ago was so great as to be the subject of considerable alarm. That this tendency must be checked was recognized by the leaders in passing a resolution prohibiting any department of the N. E. A. from

holding its meetings at any other time or place other than at the regular annual meeting of the association. This does not apply to the annual meeting of the Department of Superintendence but will prevent the Department of Higher Education from holding its meeting in February. Whether such legislation will stem the tide seems doubtful, especially in view of the change of date of the annual meeting. The date for 1915 will be August 16-22 at Oakland, California. This date would appear to be an unfortunate one, but probably the attraction of the great exposition will be sufficient to draw a large number of teachers to Oakland at this time. When it is considered, however, how great a number of teachers are engaged in summer schools at this time, that many professors of universities will absolutely be unable to attend and that more and more superintendents of schools find it necessary to be constantly in their offices during August, July being their vacation month, the new date will, we fear, add to rather than decrease the problems of the association and the new president.

The following officers were elected for the ensuing year, President David Starr Jordan, president of Leland Stanford Junior University; treasurer, Grace M. Shepherd, Boise, Idaho; vice-presidents, Joseph Swain, Pennsylvania; Miss Grace Strachan, New York City; Walter R. Siders, Idaho; Mrs. Helen E. Hefferan, Illinois; J. W. Brister, Tennessee; Miss Isabel Williams, Minnesota; R. C. Stearnes, Virginia; Miss Josephine Preston, Washington; J. G. Colcott, Indiana; Mrs. Cora G. Lewis, Kansas, and T. L. Cook, South Dakota. President Joseph Swain, in his opening address, urged that women should be given more opportunities to enter supervisory positions; that women should vote; that a system of retirement allowances should be provided; that the best person for a position should be chosen, regardless of sex. The writers who have been calling attention to the dangers of feminization of the schools will hardly find much encouragement here.

The resolutions passed by the convention represent to a certain degree the results of the discussions at the general sessions of the convention.

Women suffrage was endorsed as follows: The association regards efficiency and merit, rather than sex, as the principle on which appointments and selections should be made and therefore declares itself in favor of political equality of the sexes and equal pay for equal services. In view of this resolution the association at once consistently voted that five of vice-presidents be allotted to women.

Other resolutions favored pensions for teachers, increased salaries, vacations to permit teachers to travel, simplified spelling, international peace; and President Wilson's attitude in the Mexican situation was endorsed.

Sex education in the schools was condemned.

Many superintendents will note with regret that the association has apparently gone outside its province for the first time and taken up problems which they will consider belong to national and state politics. Furthermore many will suspect that some of the resolutions at least have entirely neglected the results of recent educational research.

ELIMINATION OF RURAL ILLITERACY

The facts brought out by the latest Federal Census has resulted in some interesting experiments tending toward the elimination of rural illiteracy in several of the states. Figures of the census showed that the number of illiterates ten years of age and over was about twice as great in the country as in the urban districts. In thirty-four of the states rural illiteracy was from one to three and a half times as great as the urban. This was due in a large measure to the lack of proper school facilities in the country districts. Among the movements designed to combat this state of affairs are special schools for adults and for boys and girls too old or unable for any reason to attend school. Rural night schools are a recent innovation. The following interesting experiments have been brought to the attention of the Bureau of Education:

The extension service of the Massachusetts Agricultural College began in 1910 a movement to teach the illiterate immigrant farm hands, especially those employed on the tobacco and onion farms in the Connecticut Valley, to read and write. The work is done in co-operation with local school authorities, who give the use of the school building and furnish books and supplies. The college furnishes the teachers, who in all cases are volunteers from the student body and teach without pay. The schools are in session, as a rule, two nights during the week, as the student-teachers are required to keep up their regular college studies. The schools are necessarily within a radius of 10 or 15 miles from the college, so that they are easily accessible to the student-teachers. In four schools, attended by Polish pupils during the past year, nine teachers gave instruction. The average attendance was 80.

Another notable and successful experiment in rural night schools was in Rowan County, Ky. In September, 1911, night schools were opened in every rural school in the county. About 1,200 persons, from 18 to 86 years of age, or nearly one-third of the total population of the county between those ages, attended the first year. Schools were in session the first four nights every week during the school year. The regular teachers gave their services for this extra work without additional pay. Reading, writing, arithmetic and spelling were taught. The second year 1,600 persons were enrolled. The plan has been adopted by about 10 of the counties in Kentucky.

The state superintendent of Tennessee inaugurated a campaign for the eradication of illiteracy immediately after the census figures became available. He asked his county superintendents to assist in this undertaking and suggested to them the plan followed in Kentucky. While more or less was done throughout the State, only two counties—Bradley in east Tennessee and Sumner in middle Tennessee—entered upon the task in real earnestness. In Bradley County during the past year approximately 20 night schools, composed exclusively of illiterate adults, were held. The attendance ranged from 4 to 23.

In Sumner County about 30 special schools for

illiterates were held during the year. Some of them were night schools; others met on Saturday afternoons; and some were held in connection with the regular Sunday schools. Church people and leading citizens came to the aid of the teachers, and the work was successful, not only in eliminating part of the illiteracy, but also in bringing the school into more favorable attention on the part of the community than ever before. During the past year a few special schools were held in Anderson County, and many other county superintendents have declared their intention of doing likewise during the next year.

An interesting experiment was made in Virginia during the past two years which has been successful and will undoubtedly be adopted in many other places. Irish Creek Hollow is in a mountain valley in Rockbridge County and is inhabited by mountaineers of original stock who have intermarried as much as the law permits. The valley is inaccessible and is sparsely settled. The homes are log cabins, whose chief fault lies in their cramped quarters. With plenty of woodland all around log houses of sufficient size may be easily built. The need is not so much the means as the will to do better things. The community has had a school building for several years, but no school. After the building was erected it was used as a schoolhouse for only a very few years, because no teacher could be found who would endure the discomforts and isolation of the region. Three years ago the school board offered the place successively to 21 teachers in a desperate effort to do something for the community. Their efforts were unavailing. Then they adopted another plan.

In the summer of 1911 two of the best teachers of the county were induced by the school board and the county superintendent to go to this valley and establish a summer school upon closing their regular schools. Taking with them a 12-year-old boy as an assistant, they carried provisions, cooking utensils, and tents in which to live. School was opened in the old school building. The attendance far exceeded the expectations of the teachers, and a neighboring church was also used. There were approximately 80 children enrolled in morning classes and from 30 to 40 adults in the afternoon and evening classes. Among the children enrolled in the morning school all but six were beginners or in the first reader. The interest in the school on the part of the residents of the valley was very great. They built an additional schoolroom and two comfortable living rooms for the teachers. A church near by had been begun several years before, but was not completed until the establishment of the summer school, when it was completed and used both for religious services and as a schoolroom. Money was raised in the community, and an organ was purchased for the church, which was used for the school also.

The secretary of the Virginia Co-operative Education Association visited the school during the 1912 session and organized a school and civic league and

an athletic association, both of which were open to all residents of the community. Practically all the people in the community of school age and over joined the civic league.

The State Department of Public Instruction of Virginia is making a survey of the mountain sections of Virginia at the present time and proposes to conduct many summer schools during the coming year like the one which has been held at Irish Creek Hollow.

WORTH THINKING ABOUT

Suggestive Facts About the Reading, Pa., Public Schools: Charles S. Foos, Superintendent.

A detailed expense account of each building under twenty-seven specific items.

Nine hundred visits by school-board members to schools.

Dental inspection with free dental clinic, showing that only one per cent. of the pupils in first grade have perfect teeth.

Stuttering successfully overcome by general supervisor.

Medical inspection showing that eighteen per cent. have defective eyes; twenty-seven of these fitted with glasses.

Dental and medical inspection, home visitation, furnishing of clothing, encouraging Sabbath school attendance, manual work, arithmetic and reading in game form, annual picnic with auto ride, features of the school for defectives.

Vocational Guidance Bureau with Vocational Board of twenty-one members and a clerk making visits to homes of pupils intending to leave school.

Vocational Guidance in the High School for Boys, with employment bureau and proctors as advisors, to gather data and follow boys who leave school.

Vocational Guidance, employment bureau for twelve years, detailed study of vocations for women, and research work by senior class in the High School for Girls.

Keeping personal and household expense accounts in connection with the mathematical department in the High School for Girls.

High School pupils inspect various municipal activities and make reports with photographs embodying results of observation; as garbage collection, poor streets, filthy alleys, blocking streets, smoke nuisance, etc.

A Latin vocabulary contest, delivering of impromptu speeches after reviewing Archias and the Mamilian Law; an exhibition of Latin manuscripts, an exhibition to show the relation of Latin to practical life in connection with the studying of the classics in the High School for Girls.

Seventh and eighth grade basket-ball leagues; teachers' gymnasium class; grammar school baseball league; indoor athletic meets for grammar school boys; series of Saturday speed walks, in connection with physical education.

Public School Field-Day, with 1,800 pupils in drills with races, folk-dancing, games and contests.

Newspaper boys registered and receive badges, subject to exemplary conduct.

"Of Special Interest"

During the past three years the people of the state of Oregon have granted money to put the state university on an entirely new and broader footing and have overcome the effects of the older regime under partisan state administration. This year, for instance, the regents have been able to create a new school of commerce as well as a school of architecture. They have created a department of industrial survey in the school of commerce and have raised law from its position as a division of the department of political science into a separate department.

Minneapolis schools have \$250,000 less to spend than last year and expenses will have to be curtailed. The school year may be cut to nine months, and evening schools, summer schools and other special features will be affected.

Buffalo opened a new Technical High School this fall. A new department for girls gives instruction in sewing, millinery, nursing, cooking, free-hand drawing and design, with special reference to pottery and jewelry work.

Texas has opened a school of mines and metallurgy at El Paso as a department of the State University. This new school has the same president and board of regents as the State University, but a separate faculty, laboratories, libraries and buildings. All the courses are to be of collegiate grade and a thoro course in mining, with special reference to the needs of the southwest, has been arranged.

New York City is to make the moving picture a regular feature of the course of study as soon as proper facilities can be installed. Twenty-nine schools are to receive equipment in the near future, and all new schools erected are to have facilities for moving pictures in the auditorium and science classrooms.

Portland, Oregon, has introduced the plan of advancing teachers with their students and has extended the teaching of foreign languages in the grades. Among other features upon which the report of Superintendent Alderman lays emphasis are open-air school rooms, the pupils' employment bureau, the division of boys and girls in the School of Trades, the use of the schools for outside purposes and school garden work.

Superintendent Gwinn, of New Orleans, wants the schools improved by the addition of a vocational school for boys, one for negroes, a school for exceptional children, auxiliary classes for pupils ill-adjusted to grades, open-air room for tubercular and anaemic children, parental schools for disciplinary cases and special schools for defective children. Free text books, increased size of playground equipment, evening schools for negroes and additional trained nurses are also urged.

Columbus, Ohio, cannot sell school bonds on account of the war, and so cannot erect new buildings as planned. The work in printing in the high school has been abolished for financial reasons.

SCHOOL PLAYGROUND MANAGEMENT

KATHERINE H. BEVARD

Principal Ross School, Washington, D. C.

Time Schedule for Use of the Apparatus

As the problem of adjusting a large number of children to an efficient use of the playground equipment in a limited play period is often very puzzling, the following method of playground management which is now in force at the Ross School, Washington, D. C., is submitted in the hope that it may be of help to other teachers dealing with similar problems.

In order that the children may inform themselves regarding the assignments of the play apparatus to the various grades, a schedule is made and posted in the playrooms where all may readily consult it. The apparatus, consisting of basket ball, tether ball, goal ball, net ball, vaulting pole and jumping standards, swings, quoits and slide and chinning bars, is listed, and each grade is given the use of one part of the apparatus for all the play periods for a certain day. The following day the grade is assigned to a different set, and so on until the circle has been completed.

Care of the Apparatus

The heavy apparatus, such as the slides, jumping standards and swings, is cared for by the janitor, who sees that it is put up about 8:30 a. m. and taken down after the short recess in the afternoon.

The lighter apparatus is cared for by monitors appointed from each grade by the teacher of the grade. A fifth grade boy takes out and brings in the quoits each play period; an eighth grade pupil has charge of the tether ball and rackets; a seventh grade pupil cares for the basket ball used in the playroom, and so on. The monitors are required to examine the apparatus carefully each time it is used and report any damages to the teacher in charge. The apparatus is taken out about one minute before the play period in order to have it on hand promptly for the grade entitled to use it, and the monitors collect it promptly when the signal for ending recess is given, thereby lessening the temptation to play a little longer.

In order to prevent confusion, economize time and encourage a personal property interest in the care of the apparatus, a monitor may keep a basket ball, a pair of rackets, or similar small apparatus, in the school room, hall, or some other convenient place designated by his teacher. Minor repairs, such as crocheting a cover for a much-worn tether ball, or repairing a punctured bladder of a volley ball, are made by the pupils.

Subject to the approval of his teacher, each monitor is permitted to choose an assistant monitor, whose duty it is to take charge of the regular monitors' work on manual training days, or at other times when the regular monitor is not in school.

Supervision

The periods for play are as follows:

Morning.	Afternoon.
8:45—9:00	12:45—1:00
10:30—10:45	2:00—2:10

The entire number of duty assignments is divided among the teachers as equitably as possible. When

a good working schedule is obtained, it is held to for some time. Too frequent changes are found to be neither desired nor desirable.

Teachers report the afternoon work as requiring closer supervision than the forenoon work, and for this reason it is better to assign a new or an inexperienced teacher to the 8:45 period.

It is customary for the teacher who is supervising the play, when a case for discipline arises, to report the trouble to the pupil's regular teacher, who is expected to cooperate in preventing a repetition of the trouble. Special cases are reported to the principal of the school.

The Games

Play is free and spontaneous, and the games are not directed. The supervising teacher is merely a protector, guarding against rough play and any abuse of privileges. New games are taught from time to time by the visiting health teacher as a part of the health exercise, and, in good weather, the regular teacher takes her class out for the new game instead of having the more formal exercises in the school room. At such times boys and girls play together, but at other times they are separated, each having a playroom and a playground with a teacher in charge.

Just before school closes in June tests are given in running, jumping and chinning. A boy who can pull himself up four times on the chinning bar, jump 5 feet 9 inches and make a 60-yard dash in 8 3/5 seconds, is awarded a bronze button. If he can pull himself up six times, jump 6 feet 6 inches and make a 60-yard dash in 8 seconds, he is given a silver button.

Monitors are appointed to keep a list of the names of children, who, in practice, meet the requirements of the test. These children are then given the test by the visiting health teacher, assisted by the teachers in charge of the playgrounds. The monitors' records showing the increasing ability of the children to meet the requirements or to improve their records are very interesting.

All the children are assembled when the buttons are awarded, and the names of the winners are posted in the school rooms and published, together with those from other schools in the city, in the local newspapers.

(EDITOR'S NOTE.—We have read a chapter in some book at some time on the value of "unbossed play," and have had upon our desk some notes in regard to the matter.

The theory of unbossed play is all right. The difficulty is that it breaks down in practice. If the school playground is large enough, the only "bossing" necessary is to see that dangerous stunts and personal encounters are reduced to a minimum, and that the diffident and the indifferent get into the game. The 30 square feet per pupil, prescribed as a minimum in Germany, is but a poor quantum, but many a city school has less. Given a school of 1,000 pupils with a yard space of 30,000 square feet or less, the question ceases to be academic and becomes vitally real. In such case, there must be a division of the recess time of the upper and lower grades. If the division comes between grades four and five there will be approximately 400 large children in one group and 600 smaller children in the other. Four hundred large children cannot be left without direc-

tion. The boys must be separated from the girls. The 1,000 or 5,000 square feet left to the 150 boys, even if it were a continuous space—which it ordinarily isn't—will not admit of unrestricted indulgence in the games which the boys naturally play, such as baseball, or football, or running games. Unless there is bossing of the strictest kind, the recess degenerates into mere "rough-house." It is absolutely necessary that the boys be divided into groups and that games and "stunts" be performed under strict rules and supervision.

It is equally necessary that the play of the 700 smaller children be most carefully controlled. The space must be equitably divided and apportioned to the different groups. The boundaries must be sacredly preserved by the teachers. It is well, perhaps, if the "bossing" can be restricted to this office, but the diffident and the indifferent must not be overlooked; and teachers need to see that they take part in the games. And there is a kind of "bossing" that is infinitely good—the "bossing" incident to the active participation of the teachers in the games of the children. This is something that must spring spontaneously from the teachers fellow-feeling with the children. It is valid only when she enjoys the play and can play with the zest, if not the abandon, of childhood. Let no conscientious teacher attempt to play from a sense of duty.

The ultimately practical question is how to get play space enough; the immediately practical question is how to utilize the play space we have. The preceding account of the method employed in the Ross School in Washington presents an example of "scientific management" in this field. The editors solicit other specifications of this character.)

CHICAGO

During the past month Chicago has only discovered two subjects about which to heckle Mrs. Young, thus reducing the average. An anonymous circular has been distributed thruout the city with a coupon attached reading: "I protest against the new course of study being introduced into the schools and demand that the former course remain for the present." According to the Chicago Tribune this protest is being received "by scores at the office of the board of education." Then the board of education is asked to demand the return of the expense money it appropriated for Mrs. Young, Assistant Superintendent Shoop, Secretary Larson, and Mrs. Gertrude H. Britton, a school trustee, to investigate foreign school systems. Mrs. Young has issued a peace proclamation forbidding the discussion of the Great War by school children and teachers on the school premises. It would be to the advantage of the Chicago schools if a peace proclamation could be issued and enforced which would allow Mrs. Young to supervise the schools, for which she is hired and which she is fully able to do, without the interference of people whose selfish schemes she has defeated.

VOCATIONAL EDUCATION

BY E. G. RICH

As yet we know very little about vocational education, to say nothing of the best form of its organization and support. As a result, any material which may be published along this line must be considered as tentative and of worth chiefly as information to work out definite and final judgments. There has been one encouraging feature of the discussion of this subject during the past year that [it is coming to be recognized that vocational schools much be an integral part of our public school system.] We are fortunate to have escaped the enactment of much of the hasty legislation placed before many states which was based upon the experience of other countries and not upon a careful examination of our conditions and requirements. The movement may now be said to have entered upon a more rational stage of development where careful investigation is being done. The following news items regarding the movement are presented solely that our readers may be able to keep in mind the general trend of the publicity of this movement.

The commission on national aid to vocational education has prepared a bill for submission to Congress which would appropriate \$50,000,000 to be distributed among the individual states in the ten-year period between 1916-1925.

This commission was established by Congress last January and appointed by President Wilson. Its membership is composed of Senator Hoke Smith of Georgia, chairman; Senator Carroll S. Page, Vermont; Representative D. M. Hughes, Georgia; Representative S. D. Fess, Ohio; John A. Lapp, director Indiana Bureau of Legislative Information, Indianapolis, Ind., Secretary of Indiana Commission on Industrial Agricultural Education, 1912; Miss Florence M. Marshall, director Manhattan

Trade School for Girls, member Massachusetts Inspection Commission, 1910; Miss Agnes Nestor, president International Glove Workers' Union, Chicago, Ill., member Committee on Industrial Education, American Federation of Labor; Charles A. Prosser, secretary National Society for the Promotion of Industrial Education, New York City; Charles H. Winslow, special agent Bureau of Labor Statistics, Washington, member of Massachusetts Commission on Industrial Education, 1906-9.

Summarizing its finding preliminary to presenting its recommendations the commission declares that there is a great need of providing vocational education of this character for every part of the United States in order to conserve and develop her resources; to promote agriculture, to prevent waste of human labor; to supplement apprenticeship; to increase the wage-earning power of the productive worker; to meet the increasing demand for trained workmen; to offset the increased cost of living. Vocational education is therefore presented as a wise business investment for the nation, national prosperity and happiness being at stake and the country's position in the markets of the world not being otherwise obtainable.

The social and educational need for vocation training is equally urgent, the commission says. Widespread vocational training, it believes, will democratize the education to the country by recognizing different tastes and abilities, by giving an equal opportunity to all to prepare for their life work, and even by extending education through part-time and evening instruction to those who are at work in the shop or on the farm.

Better Teaching Process

The report states further that vocational education

will indirectly but positively affect the aims and methods of general education by developing a better teaching process through which the children who do not respond to book instruction alone may be reached and educated through learning by doing; by introducing into the educational system the aim of utility to take its place in dignity by the side of culture and to connect education with life by making it purposeful and useful. Industrial and social unrest is due in large measure to a lack of a system of practical education fitting workers for their callings.

Agricultural and trade and industrial education are most in need of national encouragement at the present time, the commission believes, and the best way to give this training is through grants to the states for the preparation of efficient vocational training teachers, and the part-payment of their salaries. This it considers a necessity, for the problem is too large to be worked out permanently save by the whole nation, and the help of the nation is needed by the states with their widely varying resources to carry the cost of giving such education and thereby making such education possible in states and localities already burdened with the task of meeting the requirements of general education. A third purpose in giving the grants is to equalize among the states the large and unequal task of preparing workers whose tendency to move from state to state is making training for a life work a national as well as a state duty.

Plan Federal Board

In addition to grants for the training of teachers and the part-payment of their salaries, the commission recommends that appropriations be made to a federal board for making studies, investigations and reports which shall be of use in vocational schools. It recommends further that all schools benefiting by the grants be supported and controlled by the public, be of less than college grade, and that they be of three types: all-day schools in which practically half of the time be given to actual practice for a vocation on a useful or productive basis, for pupils over 14 years of age; part-time schools for young workers over 14 years of age, and evening schools for workers over 16 years of age.

For the salaries of teachers, supervisors and directors of agricultural trade and industrial subjects the commission recommends an appropriation of \$500,000 for the year 1915-16, an annual increase of \$250,000 until 1921-22, and then an annual increase of \$500,000 until a total maximum appropriation of \$3,000,000 is reached in 1923-4. For the training of teachers of agricultural trade, industrial and home economic subjects, an appropriation of \$500,000 in 1915-16; \$700,000 the next year and \$900,000 the third year; \$1,000,000 in 1918-19 and annually thereafter. For the work of the federal bureau for vocational education \$100,000 is recommended annually.

For the administration of these funds the commission recommends that in order to receive the national grants the states establish state boards through whom the federal government can deal, the determination of such board to be left entirely to

each state, that a federal board be established, consisting of the Postmaster-General, the Secretary of the Interior, the Secretary of Agriculture, Commerce and Labor, with the Commissioner of Education as its executive officer, to administer the funds and cooperate with the states in promoting vocational education. Recommendations for the safeguarding of these funds are given in the report.

In this connection the following warning of Owen R. Lovejoy, who discusses "Vocational Guidance and Child Labor" in a publication of the United States Bureau of Education is of special interest. The present movement, he believes, is stimulated from the industrial rather than from the educational side which is disquieting in the extreme.

"The employers have a very definite program," he says. "They know what they want, and are going after it. Let us not delude ourselves by thinking they are actuated by philanthropy. It is simply good business. They want a crop of fresh, young labor furnished them every year that can make fewer mistakes and more profits.

"This is extremely gratifying, in one sense. It indicates that economic self-interest is attempting to shake off the double burden society has long borne—the burden of using goods worth much less than they cost because poorly and inefficiently made, and of supporting by charity those paid less than their work is worth because of the poverty, inefficiency and consequent helplessness. But while employers are awake to the need of efficiency, industry is not. Industry still beckons to the inefficient, the immature, the unprepared.

"Society is far from having reached a decision that unskilled labor must be abolished. The occupations which, outside of agriculture, absorb the output of our schools are barren of any element to make them of present interest to the child or to offer any hope for the future. A vocational survey in New York City exhibits in one group 101 boys between 14 and 16 years of age, with an analysis of the work they are doing. For only five of them is there any opportunity to advance or improve; ninety-six are in dead-end occupations.

"Business is now saying that if we had the right kind of schools, all this would be changed; that child labor would become a blessing, instead of an abuse for children. We are constantly told that, if the schools had the right kind of curriculum and gave the right kind of training, every child would have his natural capacity developed, and we should speedily put an end to the army of industrial misfits.

"In accepting this challenge of the business world, our educators have assumed an unwarranted responsibility for the condition that exists. A study of the annual contribution of our city schools to the business interests of the community will show that a considerable percentage is thrown into the discard within the first month; that another large percentage goes drifting from job to job, sometimes advancing, quite as frequently receding, the industries complaining that the children the schools turn out are no good; and that the children lose courage, enthusiasm and youthful idealism in the various meaningless jobs to which they are assigned. That many drift into casual, and thence into permanent

idleness is to be expected. The only wonder is that any ultimately rise to positions of efficiency and responsibility.

"Our schools are not fair to themselves in assuming that they or the child are wholly at fault. If the schools need a better curriculum, so does the industrial establishment. If the child needs a more definite and purposeful mind, much more does industry. One of the most vital services vocational

guidance can render is to analyze our industries and train our youth to distinguish between a vocation and a job. It is futile to give special training to a child for the purpose of fastening him to a machine on which he shall do purely mechanical labor for life. Business says, 'Here are the jobs; what kind of children have you to offer?' We must reverse the inquiry and say to business, 'Here are our children; what kind of industry have you to offer?'"

TRAINING THE LITTLE HOME MAKER

BY MABEL L. KEECH

The social and industrial changes of recent years have had such an effect upon the home life of the nation that large numbers of girls no longer receive training in home making from their mothers and the responsibility is forced upon the school. It remains, therefore to furnish such a practical and available system of school training that the American home may be preserved from becoming extinct. School courses in Domestic Science seldom include much more than cooking. But in the reconstructed and modernized kitchengarden course for girls from eight to eleven, a valuable and adequate preparation for the grammar school training is provided; one that requires but a moderate amount of time and expense, yet is rich in results.

The course covers all of the typical activities of home duty. Everything that bears upon order and system in the home is given due place and adequate practice. One hour a week, and a two-year course, are the time requirements, and an inexpensive outfit of furniture and other materials covers the cost. The cost, indeed, may be reduced to the vanishing point, if the services of manual training classes or of even the ingenuity of the class members themselves are called upon to provide the needful outfit.

Kitchengarden touches hands with more than one modern system of education. It combines sense training with manual skill in useful occupations, and the spirit of play that renders it so appealing to little girls, relates it to the Froebelian thought and practice. Its basis is psychologically sound, and its modern practice is in perfect accord with accepted educational theories. In addition to its success with the child, it links home and school perhaps more intimately than any other form of educational activity. For the pupils are encouraged to practice at home what they have learned in school, and among the poorer classes especially it has been found to have a magical effect in awakening home interest in the pupil's school life. Lessons of neatness and sanitation, not only new to poor mothers, but having a marked effect upon child welfare in the home, are accepted from these young home missionaries that would probably be rejected if offered through any other medium.

The direct bearing of this training upon the health of the community is obvious and it has worked effectively wherever the system has been

introduced. The writer's experience proves that the course ministers successfully to all types of homes and girls. Elsie is a child from a good home, where she was petted and saved from contact with any kind of home work by servants and her mother's mistaken solicitude. Her attitude toward kitchengarden at first was contemptuous; she could not say enough about the superiority of home furnishings and home freedom from work. But in the end came an awakening, and she became one of the most enthusiastic members of the class. Her mother reported that she took a keen and hitherto unknown interest in affairs of the home.

Louise is another child with good home surroundings, and injudicious but not such tender care. She was a troublesome child, reckless, careless of lessons, quarrelsome at home and school, impudent and rebellious when asked to help at home in any way. On the second day of kitchengarden, she went home and surprised her mother by offering to set the table, because "she knew how," and wished to display her new accomplishment. A few weeks later she added an offer to keep her own bed made and her room neat. Each lesson in turn became the starting point for a series of home duties cheerfully undertaken, and well performed. And up to this time she has not back-slidden nor lost the striking benefit the course had upon her general behavior. It was the first training she had received that she found thoroughly congenial, and easily within her natural capacity and at the same time a wholesome outlet for her restless energy.

A teacher of Domestic Science in one institution says that there is no comparison between the girls in her classes who have and have not had kitchengarden. The kitchengarden girls are competent to perform all the details of their work without instruction or close oversight. They maintain order and lessen all the mechanical friction incident to cooking classes, so that the class can concentrate upon the lesson itself with splendid results in the way of rapid progress and efficiency.

The first year of training includes the basic duties of home work—dish-washing, sweeping and dusting, bedmaking, washing and ironing, table setting—all presented in the guise of play, but with a definite program carefully adapted to the children's state of development. In the second year, the

"fine art" of home-making receives consideration; all the practical work is elaborated upon, and the care of furniture and furnishings, with consideration of the esthetic side of each subject, attractive and artistic arrangements of table, rooms, etc., are the subject of study. The lessons are well within the comprehension of the children, however.

It is to be remembered that a good many pupils never reach the grades in school where Domestic Science is now taught, and consequently they must miss even the slight and incidental training there given in the kitchengarden subjects. And this class of pupils is precisely the one least likely to receive any home training worthy the name. The subject is surely well worthy the close and earnest attention of the educator who desires to see the school perform its whole duty to the community and the individual.

VERMONT EDUCATIONAL COMMISSION REPORT

The report of the commission to investigate the educational situation of Vermont has filed its report, which is based to a large degree on the investigation of the Carnegie Foundation. The general tenor of recommendations are in favor of industrial and vocational work or, as the report reads, "The instruction in the public schools should be of that character to educate the youth toward the occupations of the community in which they live. Summarized, the findings of the commission were as follows:

Teaching in rural schools unsuitable for daily life of pupils and mostly preparatory for secondary schools.

Secondary schools still more unsuitable and mostly preparatory for institutions of higher learning, and therefore of benefit to but one-tenth of their pupils.

Length of school term insufficient.

Lack of adequate vocational training for pupils and efficient normal school training for teachers.

Insufficient emphasis on agriculture.

Appropriations to institutions of higher learning too large according to state's property valuation.

Duplication of effort in University of Vermont, Middlebury College and Norwich University, which are declared to be private institutions and not entitled of right to any state aid.

The recommendations of the commission are:

Consolidation of rural schools.

Establishment of junior high schools in every town if necessary to provide for pupils from twelve to sixteen years of age, including the seventh and eighth grades and the first two years of present high school course.

These junior high schools to teach commercial subjects, domestic science, manual training and agriculture, to the end that they may be "finishing schools for life" in case the pupil goes no further.

Establishment of as many central senior high schools as the number of pupils shall demand, the curriculum to include special vocational training as above and also high-grade courses for pupils from seventeen to nineteen years of age who may be fitting for college.

These senior and junior high schools to articulate directly with each other for the purpose of increasing the percentage of pupils who take advanced studies.

Increase school year to thirty-six weeks, which is about the average of the country, thus adding nearly two years to present length of schooling.

Dissolve all specially incorporated school districts and bring all schools under the general law.

Instruction designed "to educate youth toward the occupations of the communities in which they live."

Strengthen staff and equipment of the State agricultural school, increase appropriation and add manual training.

No financial aid to University of Vermont, Middlebury College or Norwich University until State has perfected its full constitutional duty to public schools, and then only in return for some specific service.

On the theory that teachers trained within the state are more valuable than those trained without, state appropriations to be expended by the state board through arrangement with the state agricultural college to train teachers for teaching agriculture in the junior high schools; also by arrangement with Middlebury College to train teachers for teaching the higher courses in the senior high schools.

Co-operation in federal extension work in agriculture.

Discontinue normal schools at Johnson and Castleton, and develop training courses in secondary schools to train teachers for elementary schools and earlier years of junior high school.

SUGGESTIONS FROM SCHOOL REPORTS

Cost of lesson given to a pupil in each school subject. Bellefonte, Pa.

Number of minutes given to each subject in each grade. Atlanta, Ga.

Education, experience and present position of each teacher in each school. Salt Lake City.

Causes of Retardation with percentage for each cause, Camden, N. J.

Failures by subjects and grades. Cleveland, Ohio.

Withdrawals from school by ages, causes, first and second terms. Columbus, Ohio.

Dates and speed of fire drills. Concord, N. H.

Frequent language errors by grades, with suggestions for eradicating them. Sheboygan, Wis.

Time lost thru absence of teachers, by schools. Jersey City, N. J.

Money in pupils' savings account of each school. Spokane, Wash.

All year schools. Newark, N. J.

Extra promotion as reward for extra work. Augusta, Me.

Employment department finding after-school hours, vacation and permanent work for girls. Cambridge, Mass.

Civics begun in first grade. Alameda, Cal.

Local history, geography, industry and government from first grade up. Hannibal, Mo.

Latin taught without books; English work based on Concord history. Concord, N. H.

EDUCATION AT THE EXPOSITION

Tentative plans for the educational exhibits at the Panama-Pacific International Exposition at San Francisco in 1915 have been worked out by director James A. Barr and already it is possible to give a general idea of the form they are to take. The work in education will be centered in the Palace of Education, a building 526 feet long and 394 wide, thus giving a floor space of over five acres divided into classrooms, exhibition rooms and rooms for public meetings. Gatherings too large for the accommodations here will be held in the auditorium at the Civic Centre of San Francisco, now in course of completion. Leland Stanford University will throw open its doors to educational and scientific bodies and the University of California offers its outdoor Greek theatre as well as its halls for similar gatherings.

The main idea running thru all the exhibits will be to show how the schools are equipping their students for the world's work. Children in model classrooms, will be on hand to show what the schools are doing in contrast to the former chart methods of written work. The exhibit will lay stress on the children rather than on courses of study.

Arithmetic as taught nowadays will not be shown as a vast collection of charts containing innumerable problems correctly solved and neatly written, but a class will be in session where children are learning and responding to a teacher. Geography will not be solely demonstrated by the usual means but by a room full of children working with their teacher and their textbooks. All the subjects in the curriculum will be shown in a similar way.

Children from all parts of the country have been invited to come with their teachers from any city, state or county to demonstrate any particular feature in education which is unique with them. Agricultural competitions for boys and girls will be conducted, national and international in their scope, in which prizes will be awarded to the boys and girls who prove themselves the most efficient corn, potato and alfalfa farmers. In addition, a general plan has been outlined by the Exposition for a junior exposition within the fair grounds, at which the school boys and girls of San Francisco will exhibit their work. Twenty-seven nations and thirty-five states will send exhibits for the Palace of Education.

Among the foreign nations which will show what they are doing in their schools will be Argentine, Bolivia, Brazil, Canada, Chili, China, Costa Rica, Cuba, Denmark, Dominican Republic, Ecuador, France, Guatemala, Hayti, Holland, Honduras, Japan, Liberia, Mexico, Nicaragua, Panama, Peru, Portugal, Salvador, Sweden, Uruguay and Venezuela. Among some of the states and territories which will be represented are California, Arizona, Colorado, Idaho, New York, Illinois, New Jersey, Montana, Pennsylvania, Minnesota, Indiana, Massachusetts, Kansas, The Hawaiian Islands, Missouri,

Nebraska, Nevada, North Dakota, Oregon, Utah, Washington, South Dakota, Kentucky, West Virginia and the Philippines.

Vocational training as one of the latest ideas in education, will be given considerable space in the Palace of Education and there will be presented material relative to what is being done along the line of industrial education not only thruout the United States, but likewise in Europe.

The possibilities of the motion picture in the schools will be shown and photographs and drawings will illustrate what the architect and sanitary expert have accomplished in making the school house attractive, convenient, sanitary and safe.

Perhaps one of the most unique features of the exposition will be the extensive use of phonographic records of the speeches delivered here by distinguished educators all over the world. In this way the messages given at the fair will become generally available.

Co-operating in this endeavor to make the Panama-Pacific Exposition's educational exhibit not only illustrative of all that has been done in education but also of all that might well be done, United States Commissioner of Education is considering a plan whereby thru the education department at Washington, a federal exhibit may be sent to San Francisco.

The exhibits will be arranged so as to appeal to laymen as well as to educational experts. Methods of teaching, systems of administration, curricula, equipment will all be shown thru national, state and municipal displays. The exhibits will include printed and written matter, apparatus, maps and charts, specimens, photographs and educational paraphernalia. All the elements of the exhibit will be grouped and classified as to lend themselves readily to study. Actual processes, not mere products, will be presented. Courses of study will be tested in public view and school administered in every detail.

Classes will be in session in manual training, singing, drawing, cooking, kindergartening, sewing, penmanship, physical culture, folk dancing and laboratory work. Arrangements will be made whereby classes may come to demonstrate the value of any special work they are doing, and for such exhibitions model classrooms and laboratories will be equipped. The education of exceptional children will be a feature, a school in actual operation showing how the deaf, blind, crippled and anaemic are taught.

Under the physical training group will be shown what is being done in the way of calisthenics, organized play, folk-dancing and mass athletics. A model playground under expert supervision will be an adjunct of the educational department, the Playground and Recreation Association of America co-operating.

Recent new departures in education, such as

classes for delinquents and defective children, will be shown as well as classes for children suffering from speech defects. Moving pictures will take the place of children wherever it has been impossible to arrange for the latter.

Another special feature will show the relation of education to agriculture, horticulture, manufacturing and transportation and the agricultural work done by secondary schools and universities as well

as school farming will be demonstrated. Model school gardens will be related to the exhibits and the produce therefrom publicly shown.

Atlanta, Georgia, has made decided improvements in its school system this year. The school population has been re-distributed; the number of pupils limited to forty-five for each teacher; the high schools have been unitized; the grade course of study changed to seven years, domestic science introduced and the Normal school given certain grade schools as practice schools.

EN ROUTE DEPARTMENT

BY MONTANYE PERRY

"Half Way from New York to Chicago"

A traveler who leaves New York via the Erie Railroad at 7.30 in the evening will catch a glimpse of this sign while his train is speeding down an easy grade at ten o'clock the next morning. Consulting the map in his time-table he will see a long arrow pointing at "Cambridge Springs." The type in which the name is printed is as large as "New York" or "Chicago," which will surprise him if he happens to know as little about Cambridge Springs as do most of the passengers on the trains from New York.

If the traveler is wise he will make a hasty dicker with the conductor for the stop-over privilege, step down upon the platform of the trim little station and open his eyes to a new world.

The number and character of the 'busses lined up at the curb will indicate that he has a wide range of choice as to his temporary abode. The brilliant red auto with seats for twenty will convey him conspicuously to a hostelry conducted by and for a race which, accepting a precept of its greatest representative, never hides its light under a bushel. The other vehicles, more modest in their coloring, will take him to comfortable hotels where rates are from \$8 to \$25 per week. Having ridden all night, he will do well to stretch his legs with a walk about town, for in fifteen minutes he can see it all, superficially, and base his selection on observation.

The friendly trees shield him from the sun and showers, the friendly people nod and smile, there appears no poverty, no sodden wealth.

The noon hour will find him filling up with the garden stuff which he saw the cook plucking from the rich, brown soil as his train slackened speed at the station. It is wonderful in variety and has a flavor which was never preserved in tin can or cold storage warehouse. Eggs and chickens there are from the farm whose green fields stretch away from the window where he sits, and a fish from the river whose willow-lined banks he can see through the door at the other side of the dining-room.

"What kind of water will you have, sir?"

The waitress, though attentive, has not exhibited that ever-presentness which made the God of his childhood's Sunday school papers such an awful being.

"What kind of water? What does she mean?"

The quiet greenness of the spot has cast about him the spell of his childhood and his brain thinks: "hot water, ice water, soda water, fire

water," before he can bring himself up to date.

The girl is smiling. Evidently delays are not dangerous in Cambridge Springs. Would he like a list of the waters?

"Iron, lithia, iodo-magnesium"—there are a dozen different kinds, each with a lengthy analysis and a statement of its curative powers.

"I would like water to drink, I do not need medicine," states the traveler.

"You certainly do not look ill," responds the young lady, with a glance which causes the traveler to adjust his necktie and pull down his vest as she pours out a glass of crystal lithia.

After dinner a cigar on the broad and shady verandah, cool in spite of the blazing sun which sets the heat waves dancing on the brick pavement.

Suddenly there comes the sound of tramping feet. A company of khaki-clad soldiers swings around the corner, swords and rifles flashing under the brilliant sky. There are no drums nor trumpets but spontaneously there bursts forth a marching song. It is a sturdy melody, voiced by sturdy men. The words are unintelligible to the traveler, but he remembers that he heard the same language once, deep in an anthracite mine. He is moved to follow them.

With perspiration pouring down their faces, but with no look of weariness, they draw up in a pasture and begin a series of difficult manoeuvres. Back and forth across the great field they march and countermarch with the precision which comes only through long and hard practice. Presently, in extended order, they attack an imaginary enemy, while the rifles crack. The foe disposed of, a sharp command is given and in a twinkling the rifles are stacked and the company becomes a signal corps. Miles of wire are strung over the ground, through the trees, under the river. Semaphore and Morse flags are waving, keys and sounders clicking, and the astonished traveler hears the chief commander talking through his field telephone to the headquarters of his organization in Pittsburgh, a hundred and thirty miles away, connection having been established through the Bell telephone system.

The signalling apparatus is collected and the company is transformed again—this time into Boy Scouts. With their staves and coats they make stretchers and carry away the wounded, first treating and bandaging them for all sorts of suppositional injuries. On the river they learn the use of canoes and row boats and rescue the drowning.

During a moment's pause the traveler finds an opportunity to speak to the commander.

"Who are these men, and why are they drilling in this way?" he asks.

The commander seems pleased at the traveler's interest.

"We are Polish Falcons," he replies, "and we hope to fight for the liberty of our mother country soon."

"Have you the permission of the United States Government to drill here under arms?"

"We are Americans also, and the day after President Wilson accepts our offer of 30,000 trained men for service, they will be on their way, armed and equipped."

"Zourka!" The commander returns to his men and they form in line once more, this time equipped with short spades, axes, broilers and kettles.

"Will you take supper with us?" The invitation comes before the traveler has quite made up his mind what they are going to do next. He looks at his watch and is surprised to find that he has been watching the evolutions for three hours.

"It will in one hour from now be ready—six o'clock." The tone indicates that the patrol leader earnestly desires to have the traveler for a guest.

"Thank you, I'll stay."

Saluting, the patrol leader returns to the line, with a nod informing his men that they will have the honor.

A word from the commander breaks the company into patrols of eight. At even intervals they start the construction of their camp kitchens. The traveler's patrol cuts out a piece of sod three feet square. Digging down, they run a tunnel about three feet under the solid turf and at the end of it cut a hole to serve as a stove pipe. Between this and the first hole they cut four other round ones the size of stove covers down into the tunnel and behold! there is a kitchen range. The wood has been gathered and the meat and vegetables prepared in the meantime and in a few minutes the air is filled with savory odors from the steaming kettles and coffee pots.

"Come—I show you." A young giant whose name the traveler discovers—but not by its pronunciation—to be Jedrzcak, takes him past the line of kitchens, each of which is different from the rest.

"German kitchen, Russian kitchen, Austrian kitchen," he explains, pointing at each in turn. "Austrian kitchen best, we make others to show you."

The traveler is abashed as he sees what these men know and can do. He knows that he cannot boil eggs without burning them, even in the best-equipped American kitchen.

As he reclines on a grassy bank after an ample supper, he received another invitation:

"You will stay all night with us?"

"Sure!" His faith in these people has grown so strong that his acceptance slips out before he thinks.

As his host turns his back, he glances furtively around. Complete as their equipment is, he can see nothing which resembles tents. Over in the

west dark masses of clouds are rising higher and higher and he hears the rumble of distant thunder. A chill east wind is on its way to do battle with the moisture-laden westerly breeze. The traveler knows that in an hour the lightning will be flashing and the big rain drops plashing right where he sits. He thinks regretfully of the perfectly good room which he engaged at the hotel.

Just then he finds himself alone.

"Didn't suppose they would be afraid of a little thunder shower," he mutters, "they even leave their guns," and he turns up his collar and starts for the hotel.

Before he has gone a rod they are back with loads of hemlock boughs. Like magic there rises a semi-circle of huts, thatched and floored with the branches. When the rain drops begin to patter they fall harmlessly on the thick evergreens and the roaring camp fire turns them upward in filmy clouds of steam.

The shower over, the men gather round the fire and sing the songs of the fatherland. The traveler is dozing off into slumberland, when his gigantesque guide slips in.

After breakfast he follows them up the hill to what was formerly the Hotel Rider, one of the most palatial in this country. Across the front is an electric sign, "Collegium," which is Polish for college. Inside, some changes have been made. Some of the suites have been transformed into class rooms. The gambling room in which, it is said, a Pittsburgh steel magnate was relieved of \$100,000 by methods even more direct than those employed by his trust, is closed. The ball room is preserved, but seldom used. In the theatre, lectures on Polish history have taken the place of the minstrel shows which were once given by visiting organizations.

The rector, who is the chief executive officer, rules. When he holds up his hand, two hundred boys give respectful attention. When he says "Prenzi!" they prenzzi—in other words, they get a right smart move on.

The curriculum starts with eighth grade subjects and will eventually include a full college course, one class being added each year with that end in view. There are ten professors—seven Poles and three native Americans.

The boys have free use of the gymnasium and luxurious baths and swimming pool. They may visit the farm and catch fish from the three well-stocked private ponds. They have the best of food and are well cared for in every way. They pay \$100 for nine and one-half months. Has any American organization provided a school where boys can go for that price? One man who directs a boys' department in one of the strongest American philanthropies tried for fifteen years to find such a school for boys whose circumstances prevented their receiving instruction in public school or higher-priced boarding schools, and he states that there is none. Every one of the 105,000 members of the Polish National Alliance contributes four cents a month to the support of this college.

The Falconers are not students in the college, but have a two-months' course of their own, consisting of military tactics, gymnastics and scouting.

They were the first in America to apply to the national headquarters of the Boy Scouts for an instructor to conduct an extended course for scout masters, and they expect to have 100,000 boys enrolled within two years. They intend to train these boys in good citizenship and their militarism is for the older generation only.

The Poles in Cambridge Springs may be more picturesque, but they are no more interesting than the native Americans, who are of the best type of our citizens. Their principal business is renting furnished rooms to summer boarders and the constant increase of the hot-weather population gives evidence of the amiability of the hosts and hostesses.

There is inventive genius in the town. A cement block which withstands a pressure of 4,100 pounds per square inch has been produced in one of its factories. Impossible, cement men will say, but a certificate duly signed and sealed by United States Government experts attests that the statement is true.

The school board, taking advantage of a recent State law, has engaged a teacher of agriculture. He will go from farm to farm and give his instruction where pupils may exhaust their surplus energy by throwing stones at the crows instead of by throwing spit balls at the teacher.

In fifteen minutes the trolley car carries the traveler to Edinboro, whose chief attractions are a lake, a State Normal School and an artist. Should he chance to carry an eight-ounce fly rod for a day's fishing, the muscallonge in the waiting room may give him a chill. Forty-one pounds it weighed on the unlucky day when it failed to notice that the whirling feathers concealed three murderous hooks. The artist—well, he is just an artist. Twenty-four years he has spent in this remote but beautiful spot—not striving to imitate nature with brush and paint, but letting the sun copy tree and flower in their own bright tints. Nowhere else in the world can such wonderful color photography be seen.

When the declining sun throws the lengthening shadows of the trees across the placid waters of French Creek, the traveler will return to Cambridge Springs. Paddling his canoe out a bit away from the glare of the Perkins Park amusements, he will pause to reflect. Floating softly down the little river in the twilight, imagination readily calls up the picture of George Washington, a young man of twenty-one, paddling along this same waterway with his bronzed scouts, bent upon the dangerous and difficult mission of visiting the chain of French forts stretching from Presque Island in Lake Erie to the junction of the Allegheny and Monongahela rivers. Only the broad and liberal and progressive spirit which the father of his country typified could produce a town like this, where the older and the newer Americans meet and mingle to mutual advantage.

Omaha introduces sewing into the high schools; extends manual training; offers German in the grades for the first time; shortens school year; improves playgrounds, and asks for \$1,500,000 to build a technical high school, a high school of commerce and to place auditoriums in all the grade schools.

"EDUCATIONAL NEWS"

Philadelphia expects to have an eight or ten story executive building for the public schools; a new high school for girls, in addition to the three now being erected at a cost of \$2,000,000. Twelve additional manual training centers in elementary schools have been opened, making forty-two in all. It is hoped that every boy in the seventh and eighth grades will have an opportunity for half a day's shop practice each week.

San Diego, Cal., starts a junior college, offering two years of college work in connection with the work of the public schools. Tuition is free to children of San Diego. Later it is planned to have a four-year course.

Springfield, Ill., demands a health certificate from every teacher, special pains being taken to see that there is no trace of tuberculosis. The examining physician must also state that the physical condition is such as not to be prejudicial to the health of pupils or associates.

Under the general direction of State Superintendent S. H. Thompson a systematic campaign covering the entire state of Tennessee has been conducted during the past summer to arouse the interest of the people in the extension of educational work. By this systematic effort it is hoped so to arouse public interest that it will be possible to secure a law requiring a levy for high school purposes in every county in the state; a law providing for medical inspection in the public schools; a six months' school term, even if the state has to supplement the county funds when such counties have levied the highest possible tax; a law authorizing consolidation of schools and transportation and supplies where practicable and an unqualified indorsement of the state normal schools.

The Bureau of Education has established a division of home education to give advice to mothers especially in rural districts for the care and training of children. The objects of this division are: To help parents in the home education of their children with reference to health, games and play, early mental development and formation of moral habits; to interest boys and girls who have left school and are still at home by directing their home reading and study, and to further the education of the parents in the home.

To help accomplish this the Bureau of Education cooperates with the National Congress of Mothers and Parent-Teacher Associations, with a view to reaching as many homes as possible. A series of bulletins on home educational problems has been prepared, and parents desiring advice in child nurture and home-making may receive it from the bureau.

The bulk of the requests which have come to the bureau are for help in the problems of home-making and care of the children. The mothers ask for help in choosing literature, in reading courses for themselves and for their children. They ask for bulletins on "home matters;" material for home study for

boys and girls; literature on moral training; books suitable to children who have completed the common school course; methods of bringing together the home and the school; suggestions for forming sewing and cooking classes, and information necessary for organizing parent-teacher associations.

Dr. William J. Milne, President of the State Normal College at Albany, N. Y., died on September 4. Dr. Milne was a graduate of the University of Rochester and spent practically his entire life in work in the normal schools of New York State. From 1868 to 1871, he was at the Brockport Normal; from 1871 to 1889 at the Geneseo Normal, and from 1889 until the time of his death at Albany. Dr. Milne was the author of a large number of books on the subject of mathematics and his algebras have been among the most widely used texts which have been published. He was also a frequent contributor to educational publications on all subjects relating to the development of educational research.

A concrete illustration of the possibilities of the moving picture in the school is a course of study in writing issued by the Ellsworth Company, of Mont Vale, N. J. On a moving picture film of over a thousand feet they present a complete course in practical penmanship for schools. A consideration of this announcement will indicate fully how valuable such a method of instruction is in supplementing the oral lessons of the teacher.

The government of Honduras has introduced a plan for bettering the primary education of child workers by forcing the owners of industrial establishments to co-operate in the establishing of elementary schools. Whether such a scheme would work successfully in states where the child labor problem and illiteracy runs hand in hand is a problem. Probably it would work to the material disadvantage of the workers unless public sentiment was sufficiently strong to force employers to retain operatives in their service who fell under the provisions of such regulation.

The government of Honduras passed a law providing that managers, owners or directors of factories or industrial works or shops shall establish primary schools on their premises and maintain them at their own cost in case there are no public schools within a radius of one and one-half miles from their plants.

There is a provision in this law which makes compliance obligatory except where the factory or shop employs less than 100 workmen. But where there are a number of factories or shops grouped together, even tho the workmen employed in each of them are less than 100, a school, nevertheless, must be established in the most central place of this group. Maintenance cost is then to be distributed among the various concerns according to their importance.

To employees under fourteen years who have received no schooling whatever, employers embraced within the scope of the new law shall grant two hours daily, which shall not be included in the working hours of the factory and which are to be

used for the purpose of attending either the factory school or the public school. Instruction in these schools is to comprise reading, writing, Spanish, grammar, arithmetic, and elementary civics. Children who can read and write may be employed in the factory a year younger than the age set forth in the law governing the employment of women and children, and fixing the age at which children may be employed in factories.

Full reports of the establishment, maintenance and operation of these schools must be made at stated intervals to the minister of public instruction by the departmental directors of primary instruction.

The war in Europe will undoubtedly cause a complete suspension of university work for a time, at least, and as a result we may expect a large increase in the enrollment of students from foreign countries in our universities and professional schools. To take advantage of this opportunity, Commissioner of Education, Dr. P. P. Claxton, has authorized the immediate preparation and publication of a special bulletin describing, for the use of foreign students, the facilities for professional and collegiate study in higher institutions of learning in this country. The bulletin will be printed in several languages.

"This is America's opportunity," declares Commissioner Claxton. "Thousands of students who have been attending universities in Europe will be obliged to look elsewhere for higher education, not only this year, but perhaps for years to come. Many foreign students are already coming to us, many more will come as the result, direct and indirect, of present events.

"We have now a supreme opportunity to demonstrate our capacity for intellectual leadership. Whether the war continues three months or three years, our opportunities and obligations to take the lead in education and civilization will be the same, and America should respond by offering the best opportunity in the world for her own students and for those who may come from other countries.

A committee on Vocational Guidance has been appointed in New York City, to organize, supervise and direct a survey of the subject. The plan will seek to be sufficiently elastic and flexible to afford the opportunity to school children to find themselves in terms of their vocational aptitudes. It will seek to devise means for obtaining information regarding the numerous groups of industries, together with the underlying processes available for the children, and to ascertain, in so far as may be possible, the aptitudes and characteristics of school children, with a view to giving them suggestions how to develop their innate powers. In addition it will offer advice as to the places wherein educational advantages may be obtained in order to develop the types of training best adapted to the needs of individual children

Chicago is spending \$6,000,000 on new school buildings, and instead of meeting the problem of school facilities is falling steadily behind the requirements. The increase of school attendance after January of this year was 17,000 more than anticipated. Two new high schools have just been com-

pleted at a cost of \$1,550,000. The buildings are thoroly equipped for manual and technical training, with gymnasium, swimming pools, laboratories, large assembly halls, etc. A new technical high school which cost \$850,000, will open shortly. A grammar school recently completed cost \$205,000. It contains 22 class rooms, a swimming pool, gymnasium and assembly hall. The swimming pool was an experiment which probably will not be followed in other schools, as so many problems have arisen in connection with its use by younger pupils.

The Department of Education at the University of Pennsylvania has been made a separate school with a faculty and dean of its own. Dr. Frank P. Graves, Professor of the History of Education, has been appointed dean of the new school. Associated with him on the faculty will be Dr. A. Duncan Yocum and Dr. Harlan Updegraff. The main function of the new school will be the preparation of high school, academy and normal school teachers, and the city, township and county superintendents and supervisors of schools. The course will be four years in length, leading to the degree of bachelor of science in education. Admission requirements will be similar to those of the college of arts and science, necessitating graduation from a first-class high school. Graduation in the school of education will consist in the satisfactory completion of 64 units of work, four of which are to be in physical education.

"The Germans have evacuated St. Die," read a recent war despatch. Did that mean anything to you or to your geography teacher? We hazard the guess that it did not, but it was at St. Die that America got its name. St. Die is a small town in the Vosges mountains, founded in the seventh century by Saint Deodatus. Gradually a college grew from the foundation and in 1507 a printing press was established. Its first production was a work on geography in which was a translation of a letter from Americus Vespucius describing his voyages and discoveries and giving a map of the world. Upon this map was the word "America" and in the introduction to the letter of Vespucius one Waldseemuller, professor of history at St. Die said: "I do not see why it may not be permitted to call this fourth part after Americus, the discoverer, a man of sagacious mind, by the name of Amerigen—that is to say, the land of Americus—or America, since both Europe and Asia have a feminine form of name from the names of women." From this suggestion the name became fixed in the nomenclature of geography and the new continent, which should by rights have been Columbia, became America.

Kansas teachers have enlisted in a definite and comprehensive campaign for needed legislation for the schools of the state. The schools have been handicapped too long by the acts of legislatures where open discussion has been eliminated owing to political strife and ignorance. Even now the demands which the teachers are making are being

misrepresented over the state but it is to be hoped that the leaders of educational progress will stand firmly for educational enlightenment and at least place the issues squarely before the people.

Five reforms are sought by the teachers:

Taking the superintendents out of politics of the partisan sort.

Recognition of the teachers of the state in appointments upon boards that deal with educational problems, and larger provision for supplementary books.

The organization of a taxing unit for each county and provision for rural high schools.

Standardizing the high schools in such a way as shall recognize and provide for courses for those who neither go away to college or teach—nearly ninety per cent. of the students enrolled in high schools.

A just method of certificating teachers by which recognition will be given the department of education in which teachers will instruct, and provisions for tenure of office and greater independence of teachers.

The state of Georgia is to be congratulated upon the retention of State Superintendent Brittain. That a state superintendent should have to give up his educational plans and policies and make a political campaign for election is one of the vicious features of the system of most states. The office ought to be taken out of politics so that effective constructive work can be done by school men of experience and education. In the recent Georgia campaign the principal opposition to Mr. Brittain came from the advocates of cheap, state-printed and locally written books. If Mr. Brittain's victory means an end to this movement in the state Georgia and its schools are to be doubly congratulated.

The state of Kentucky is, thru its Illiteracy Commission, doing a great work in its endeavor to rid the state of illiteracy before 1920. The name chosen for this work, Moonlight Schools, appeals to the imagination but far beyond the name is the fact that over a thousand such schools for illiterate adults are in operation with an enrollment of nearly 100,000. Under the direction of Mrs. Cora Wilson Stewart, the chairman of the commission and the originator of the schools, this work has gained a tremendous impetus in the state and societies and individuals are coming to the assistance of the movement in every way possible. One school boasts of an attendance of 150, another of 70 and in every county in the state the educated and uneducated are advocating the necessity of this work. The average illiterate learns to read and write in about three weeks but the course given in these schools contemplates more than these mere rudiments. Practical drills in history, household economics, elements of agriculture and civics are included in the program. Good roads are discussed as well as kindred topics, the whole being designed to start these people toward doing their part in the upbuilding of the community.

BOOKS OF THE DAY

The announcement of the Bobbs-Merrill Company of the forthcoming publication of a series of pedagogical books under the title of the Childhood and Youth Series deserves the critical attention of all interested in education. Some twenty-eight authors, under the editorial supervision of Professor M. V. O'Shea, of the University of Wisconsin, are at work on books for this series which makes, so far as we are aware, the largest and most ambitious project of its kind yet attempted. The obvious extent of such a collection of modern thought is in itself an indication of value but if the volumes already published are a criterion of what may be expected from the later issues we are to have a mass of useful, suggestive and inspirational material for practical work in the schools which every student of education will have to consider. The best of modern ideas in education and training are presented and their applications indicated; the effort is away from the diffuse generalizations which have too often characterized our pedagogical literature, and the problems are discussed in the light of careful psychological investigation.

It is certainly an encouraging sign that a publisher has been found willing to undertake such an ambitious project for it is an indication that the reading of worth-while pedagogical literature has increased as it should during the past few years. The resulting benefits which must accrue to our schools are not difficult to determine. Anyone who appreciates how difficult it was but a few years ago to interest any publisher in a "teachers' book" must now realize how definitely the demand for really constructive pedagogical works is now outlined.

In addition to the four books which have appeared in this series which are discussed in this number the following are announced for early publication. *The Wayward Child*, by Mrs. Frederick Schoff, President National Congress of Mothers and Parent-Teacher Association; *The Child Heritage*, by Michael F. Guyer, Professor of Zoology, University of Wisconsin; *The Use of Money*, by Professor E. A. Kirkpatrick, State Normal School, Fitchburg, Mass.; *Fear*, by President G. Stanley Hall, Clark University; *The Backward Child*, Dean Arthur Holmes, Pennsylvania State College, and *Self Help*, by Dorothy Canfield Fisher, author of *A Montessori Mother*.

Learning and Doing, by Edgar James Swift, of Washington University, is a constructive treatment on the thinking process of the child and its relation to his school work. As was to be expected from this author, the style of *Learning and Doing* is characterized by a freshness of view point and presentation which will go far in increasing the appeal of the book and make it especially useful in reading courses. The writer believes that the manner of conducting the academic work of the school should be improved, and with this together with the progress and economy in learning the book is chiefly concerned. The writer contends that the principle of "learning by doing" is applicable to all the

studies of the school curriculum, that instruction from teacher and books should accompany or follow the achievements of the pupils in the things they are trying to do. By the presentation of many illustrations of organized group-work and of the results of many experiments to gain accurate data of the learning or thinking process the text is made especially concrete and constructive. The customary method of teaching seeks, Professor Swift believes, to train the children for adult life, and that this method does not recognize the psychology of the child mind, in addition to being wasteful of time and energy. The plan outlined would train in living while the child is yet in school.

The High School Age, by Professor Irving King, of the University of Iowa, is a discussion of the problems of adolescence in the light of modern investigation. The physical changes during the adolescent age with the attendant intellectual and emotional developments are presented, followed by a discussion of fundamental impulses and the resulting educational problems. In conclusion, deductions are made looking toward the conservation of the energies of high school pupils and making their school work more efficient. A large amount of new material which bears directly upon the everyday life of the high school pupil is given a prominent place. An appreciative study of the book will aid the teacher in dealing wisely and efficiently with the boy or girl at this stage of his development. The illustrative material drawn largely from general literature should be especially commended.

The superintendent and teacher who find the subject of spelling a continual problem, subject to numerous experiments aiming toward accuracy and economy of time will welcome *The Child and His Spelling*, by W. A. Cook, Assistant Professor of Education in the University of Colorado, and M. V. O'Shea, the general editor of the Childhood and Youth Series. In brief, the authors investigate the psychology of spelling, individual differences in spelling abilities and needs, the character and range of the spelling vocabulary and the practical problems of teaching spelling. The list of words which the authors have presented should be a decided aid in solving this complex subject.

The method of investigation followed by the author included an examination of the spelling history and abilities of a large number of pupils in a general way; a study of a small group in a thorough manner and an examination of about 300,000 words of correspondence in order to determine which words should receive attention in the spelling vocabulary. From the scope of this work and the thoroughness with which the plan has been carried out it is apparent that *The Child and His Spelling* will at once take a prominent place in the literature of this subject.

Natural Education, by Winifred Sackville Stoner, will interest all concerned with the subject of child study. During the past few years the newspapers and magazines have given considerable attention to various precocious children. The daughter of the

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author of *Natural Education* was one of these who claimed attention thru her ability, at the age of five years, to speak several languages and write jingles and stories for newspapers and magazines. The editor of this series on investigation, found Miss Stoner a child of entirely natural, though exceptional development, so that an account of her training would obviously prove of value to teachers and students of education. Mrs. Stoner has written, therefore, a life history of her child, showing the methods by which her child's development was attained. She describes games thru which children may learn to read, write, spell, acquire languages and gain a knowledge of history, geography, physiology and mathematics. She attributes her success to observation, concentration and intense interest, together with imagination.

Daily English Lessons. Book Two. Willis H. Wilcox, Ph.M. J. B. Lippincott Company, Philadelphia.

The second book of *Daily Lessons in English*, by Willis H. Wilcox, of the Maryland State Normal School, has just been issued by the J. B. Lippincott Company, and with the first book forms a complete series of work in English for the grades. This course in English contains many features which deserve examination. The material is presented in such a way that any teacher can get exceptional results. Technical grammar is given the emphasis which it deserves, but the mistake of separating grammar entirely from composition in upper grades as in many books, is not made. However, much of the older technical grammar is omitted and the subject is presented strongly as an aid to reading and clear thinking. Of course, the advocates of strictly technical grammar, containing much of the material which has gone into text-books of English from the Latin grammar without any warrant for use, will find many omissions, and the advocates of the composition method will doubtless contend against the inclusion of considerable of this subject matter. It would seem that the success of the author has been in retaining and correlating the useful points of both methods of teaching the subject.

Feeble-Mindedness. By Henry Herbert Goddard. Illustrated. 600 pages. \$4.00 net. Macmillan Company.

Feeble-Mindedness, by Henry H. Goddard, is a voluminous study of the subject, its causes and consequences, which furnishes a mass of information for all interested in the problem. The author is the director of the research laboratory of the Training School for Feeble-Minded Girls and Boys at Vineland, New Jersey, and the greater part of the book is devoted to an analysis of 327 cases which he has examined in connection with his official position. Some of the conclusions from his investigation are unexpected, and will doubtless cause discussion. The most striking, perhaps, is the conclusion that alcoholism itself is only a symptom of feeble-mindedness; that more people are alcoholic because they are feeble-minded than *vice versa*.

At the Back of the North Wind. George MacDonald, simplified by Elizabeth Lewis. Illustrated. 50 cents net. J. B. Lippincott Co., Philadelphia.

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Reformlesebuch. By William Raleigh Price, Inspector in Modern Languages, University of the State of New York. Price, 75 cents. Ginn & Company.

As its title indicates, this German reader is constructed largely on the lines of the reform or "direct" method of teaching and every German instructor will find it one of the best supplementary books that has recently come from the press. The well-chosen vocabulary is one of the strong features of the text. The author has skillfully pieced together literary extracts, filling in and altering the original material wherever it seemed advisable, and the result is a complete narrative of the lives of two boys from the *Vorschule* through the University. For second and third year work.

Beyond the Pasture Bars. By Dallas Lore Sharp. 160 pages, illustrated. 50 cents, post paid. The Century Co., New York City.

The author is widely known for his charming essays on nature and the out of doors. This volume is the second one in the Century Co.'s *Wild Life Series* of graded nature readers. The reader is taken beyond the pasture bars and introduced to the wild life of the meadows and brooks in a most interesting and charming way. The illustrations are unusually attractive and evidently have been selected by one who is intimately acquainted with nature life. After finishing the volume the reader will have an intimate and accurate knowledge of the habits of the wild creatures who inhabit the territory just beyond the pasture bars.

Art Metal Work With Inexpensive Equipment. By Arthur F. Payne, Assistant Professor of Manual Arts, Bradley Polytechnic Institute, Peoria, Ill. For Students, Teachers and Independent Craftsmen. Price, \$1.50, post paid. The Manual Arts Press, Peoria, Ill.

This book is written by a practical art metal worker, expert craftsman and experienced teacher, who understands the needs of the manual training teacher and contains detailed information for the teacher who is introducing art metalwork into his course. The book is divided into two parts, part one dealing mainly with the materials and equipment describing the production of copper, the ores, the methods of extracting the commercial forms, and copper alloys. It also describes the method of coloring and finishing art metalwork and the sources of the materials and equipment. Part two deals with problems and methods to be followed in the making of articles varying from a watch fob to a silver loving cup, including etching, piercing, annealing, modeling, chasing, etc. It also gives methods and valuable information that have heretofore been guarded as trade secrets. The volume is abundantly and beautifully illustrated. It contains 187 pages divided into twenty chapters with 159 illustrations, and is well printed and attractively bound.



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The Business Letter. By Ion E. Dwyer. Houghton Mifflin Company. Price, \$1.00.

In the *Business Letter*, Ion E. Dwyer, Principal of the Commercial Department, Hope Street High School, Providence, R. I., has analyzed and presented the best practice found in successful commercial correspondence. While mechanical arrangement of the letter is given careful and successful treatment the main emphasis is placed upon the development of the power to write the best style of business letters, letters that have a commercial atmosphere. The practice exercises thruout the text are exceptionally well chosen and arranged and will be found useful by every teacher of commercial classes. The inability of the average student in the high school and the college as well, to write a respectable and intelligent business letter warrants special emphasis upon this subject and Mr. Dwyer's book will prove a valuable guide for effective commercial correspondence.

Along Mediterranean Shores. By Mary Frances Willard, Principal of A. H. Burley School, Chicago. Silver, Burdett & Company.

Here in the form of supplementary reading is presented a valuable amount of geographical material about territories to which the regular text books accord small space. The romantic side of Madeira, Spain, Algeria, Egypt, Turkey, Athens, Malta and Italy provides subjects which are especially attractive to children and here it is found in a useable form. Of late the publishers seem to have neglected the subject of geography and this makes such a stimulating and well written book especially acceptable.

Course In Isaac Pitman Shorthand. An entirely new exposition of the author's System of Phonography, arranged for use in Business Colleges, High Schools and for self instruction. 241 pages. Price, \$1.50. Isaac Pitman & Sons.

The Centenary Edition of this standard text book is a great improvement over former issues in every way. Mechanically, it is printed in clearer type and on better paper. Several improvements have been made in the statement of rules and principles and a number of useful new gramaloges, contractions and phrases have been added, looking toward an advance in rapid writing.

Crop Production: An Agricultural Text for Schools. By Clarence M. Weed and William E. Riley, State Normal School, Lowell, Mass. 246 pages. D. C. Heath & Company.

The method of teaching agriculture by means of projects is a distinct step in advance and the present volume avails itself fully of the project methods in relation to Crop Production. The best known vegetable, flower, fruit and farm crops are considered and the text gives the most essential facts concerning their characteristics, history, culture, varieties and enemies. The teacher is offered a series of outlines for each student to work out before taking up the study of the text, in which the book differs from its predecessors. The project thus given beforehand enables the pupil to visualize the text. Teachers of agriculture and nature study will find an abundance of useful material in this book and real helps for constructive work.

Military Education in the United States. By Captain Ira L. Reeves, United States Army. 431 pages. Ira L. Reeves, Burlington, Vt.

The amount of attention paid by histories of education to military education in the United States has been surprisingly small, especially in view of the large number of military schools and the fact that at least one collegiate institution in each state usually does considerable work on this subject. Captain Reeves, now attached to the Military Department of the University of Vermont, has presented in detail the facts of military educational work being done at the present time, as well as what has been done in the past. From the care with which the author has done his work it is certain that anyone desiring any information on this side of educational advancement will find the book of authoritative assistance.

A Course in Citizenship. By Ella Lyman Cabot, Fannie Fern Andrews, Fanny E. Coe, Mabel Hill and Mary McSkimmon. With an Introduction by William Howard Taft. 386 pages. Houghton Mifflin Company.

This book has grown out of the efforts of the Massachusetts branch of the American School Peace League to devise a practical working outline for teachers, which should aid their efforts in giving children an ideal of human brotherhood. The ideal of citizenship as Good Will to All Men has been accented thruout the book, a tentative outline of which has been generally endorsed by many superintendents and educators thruout the country. The plan and the book are wholly admirable. Every teacher will find material which can be made the basis for vital work and it is easy to see that the present volume is the first real advance which has been made in the teaching of civics for some time.

In view of the general breakdown of peace leagues and movements, plans for universal peace and arbitration, during the past two months, one's faith in such work may well be shaken. But a careful analysis of the situation must force one to recognize that the high ideal upon which a Course in Civics is built can only be attained by education thru several generations. The lessons presented here should receive the more careful study and the book a heartier endorsement thru a keener realization of the striking evils and horrors of war.

The Course in Civics is a progressive study for the eight years of grade work, beginning with the Home and continuing thru the School and Playground; the Neighborhood; Town and City; the Nation; American Ideals; the United States and the World to the World Family. The material can be used in morning talks or to supplement other school studies and abundant suggestions are made for reading and story telling, dramatization, etc.

Health Work in the Schools. By Ernest B. Hoag, Director of School Hygiene for the State of Minnesota, and Lewis M. Terman, Associate Professor of Education, Leland Stanford, Jr., University. 320 pages. Price, \$1.60. Houghton Mifflin Company.

This is a practical book in the Riverside Educational Series, designed primarily for the grade teacher as well as for the superintendents and school nurses. The authors have presented a large amount of technical material in such a manner as to make it of practical use for their readers. This

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The Sewing Book. Edited by Anne L. Jessup, Director of Sewing, New York City 120 pages. The Butterick Publishing Company.

We have in *The Sewing Book* an authoritative work by an expert teacher giving complete instructions in sewing and simple garment making for children in the primary and grammar grades. A large amount of drill work is given and complete and detailed instructions for the making of every garment. The teacher is enabled to develop a thought content in every lesson as well as to train the pupil in industrial efficiency. Perseverance, judgment, accuracy and imagination as well as the skill in construction necessary in the making of clothing are all emphasized in this course of domestic art training.

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